



# Money Matters Program: 11th Grade

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*What to know before you owe (or invest)!*

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<b>Title</b>	<b>Money Matters Program: 11<sup>th</sup> Grade</b>
<b>Suggested Quarter</b>	<b>Any</b>
<b>Content Standards and Objective</b>	<p><b>Objectives and Objective I.D.</b></p> <p><b>ELA.11.R.C1.4</b> Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS RI.11-12.1)</p> <p><b>ELA.11.R.C3.4</b> Delineate and evaluate the reasoning in seminal U.S. informational texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (CCSS RI.11-12.8)</p> <p><b>ELA.11.W.C9.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection organization and analysis of content. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>M.3HS.IC.7</b> Evaluate reports based on data</p> <p><b>M.3HS.IC.8(+)</b> Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). (CCSS.Math.Content.HSS-MD.B.6(+))</p> <p><b>M.3HS.IC.9(+)</b> Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). (Extend to more complex probability models. Include situations such as those involving quality control or diagnostic tests that yield both false positive and false negative results). (CCSS.Math.Content.HSS-MD.B.7(+))</p>

	<p><b>SS.11.E.2</b> Assess how various executive initiatives and legislative acts influence the United States economy (e.g., Fourteen Points, New Deal, Domino Theory, Great Society, Space Race and Strategic Defense Initiative).</p> <p><b>SS.11.E.4</b> Apply the concept of supply and demand in various historic events as a cause of economic turmoil (e.g., Prohibition, O.P.E.C, etc.).</p> <p><b>SS.11.E.5</b> Compare and contrast the economic policies and lack of regulations of banking and securities of the 1920's and 1990's (e.g., investors buying stocks on margin, speculation, overproduction, consumerism, installment credit, planned obsolescence, housing market crash and repeal of Glass Steagall).</p> <p><b>SS.11.E.6</b> Cite evidence of the economic and cultural impact of advertising and the growth consumerism (e.g., differentiate between wants and needs)</p> <p><b>SS.11.H.CL2.1</b> Outline activities and irregularities of both Wall Street and United States banking practices followed by attempted reform legislation.</p> <p><b>SS.11.H.CL3.1</b> Assess the prolonged effects of the stock market crash upon the social and economic activities in the U.S. and the world.</p> <p><b>SS.11.H.CL9.2</b> Outline provisions of the P.A.T.R.I.O.T. Act (Providing Appropriate Tools Required (to) Intercept (and) Obstruct Terrorism Act of 2001) and assess the necessity of such infringements on American civil rights.</p>
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21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
<b>Information and Communication Skills:</b>	Students work together to negotiate value and cost and to determine the price of the product.	Students will participate in an Auction Market.	Students successfully formed teams in order to invest their mutual funds into a product.
<b>Thinking and Reasoning Skills:</b>	<b>21C.O.9-12.2.LS3</b> - Student engages in a problem solving process by formulating questions and applying complex strategies in order to independently solve problems.	Teacher conducts ongoing class discussions about career choice and money management. The teacher will encourage students to set personal financial goals and start their own budget.	Students will exhibit understanding through class discussions.
<b>Personal and Workplace Skills:</b>	<b>21C.O.9-12.3.LS5</b> - Student exhibits positive leadership	The teacher will promote individual student and	The students will work cooperatively in groups to

	through interpersonal and problem-solving skills that contribute to achieving the goal. He/she helps others stay focused, distributes tasks and responsibilities effectively, and monitors group progress toward the goal without undermining the efforts of others.	class discussions about their findings throughout their investigations.  The teacher will monitor students in group settings, providing assistance as needed to keep the students focused.	research and share findings to assigned topic.  The students will determine the social and economic issues from the past and they will demonstrate how these issues affected their presentation decisions
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<b>Performance Objectives (Know/Do)</b>	<p><b>Know:</b></p> <ol style="list-style-type: none"> <li>1. Who regulates banking and the financial markets</li> <li>2. How global conditions affect the U.S. economy</li> <li>3. The effect the National Debt has on the world economic system</li> <li>4. The awareness of others regarding the National Debt</li> <li>5. Interest builds on debt</li> </ol> <p><b>Do:</b></p> <ol style="list-style-type: none"> <li>1. Calculate expenses incurred with owning a vehicle</li> <li>2. Research personal debt in America as a result of credit card use</li> <li>3. Calculate credit card payoff</li> <li>4. Defend either the pros or the cons of the National Debt</li> <li>5. Research profit and production costs.</li> </ol>
<b>Enduring Understandings</b>	<ol style="list-style-type: none"> <li>1. Responsible citizens should assess the expenses of vehicle ownership which are supplemental to the calculated payment.</li> <li>2. The expenses of vehicle ownership are relevant to the overall financial planning of owning a vehicle and for creating a realistic budget for owning a car.</li> <li>3. Debt impacts personal and world economic systems.</li> <li>4. The National Debt is the debt of our government, yet individuals share in the responsibility of this debt.</li> <li>5. Compound interest compounds the difficulty of paying off credit card balances.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. Why is ownership of a vehicle essential to your way of life?</li> <li>2. What kind of debt is the National Debt?</li> <li>3. Why can we not just cancel the National Debt?</li> <li>4. How do restrictions in available resources change your decisions?</li> </ol>
<b>Learning Plan &amp; Notes to Instructor</b>	<p>The State Auditor serves as the Commissioner of Securities in West Virginia. The State Auditor's Office, Securities Division registers broker/dealers, investment advisers, and the investment firms doing business in West Virginia. The Securities Division also enforces state securities law, and offers investor education programming in an effort to thwart investment fraud. Money Matters was developed to bring the basic principles of investor education to the classroom, and has been presented to over 38,000 students since its inception in 2000. The worksheets and activities included here are designed to prepare students for the Money Matters program.</p> <p>Making the most of your money starts with five building blocks for managing and growing your money -- The MyMoney Five. Keep these five principles in mind as you make day-to-day decisions and plan your</p>

	<p>financial goals.</p> <p><b>Earn</b> The Earn principle is about more than the amount you are paid through work. This principle is about knowing the fine print and details about your paycheck, including deductions and withholdings.</p> <p><b>Save and Invest</b> Saving is a key principle. People who make a habit of saving regularly, even saving small amounts, are well on their way to success. It's important to open a bank or credit union account so it will be simple and easy for you to save regularly. Then, use your savings to plan for life events and to be ready for unplanned or emergency needs.</p> <p><b>Protect</b> The Protect principle means taking precautions about your financial situation. It stresses the importance of accumulating savings in case of an emergency, and buying insurance. Be vigilant about identity theft, and keep aware of your credit record and the credit score.</p> <p><b>Spend</b> The fundamental concept of Spend is: make a budget or a plan for using your money wisely. It's helpful to set short and long-term financial goals and manage your money to meet them.</p> <p><b>Borrow</b> Sometimes it's necessary to borrow for major purchases like an education, a car, a house, or maybe even to meet unexpected expenses. Your ability to get a loan generally depends on your credit history, and that depends largely on your track record at repaying what you've borrowed in the past and paying your bills on time.</p>
<b>Academic Prompts</b>	<p><b>Personal Finance Vocabulary (20pts.)</b> Students will be given a worksheet that lists ten personal finance vocabulary words and their definitions. They are instructed to match the word with the correct definition.</p> <p><b>Credit Card Comparison (25pts.)</b> For this prompt, the students will compare four different credit cards and discuss their benefits. The students then pick one credit card from a store and one from a bank. They will then compare the differences in the interest rates and figure out which card is better used to make the purchase.</p> <p><b>Stock Research (30pts.)</b> This prompt has the students pick one stock and research how factors such as supply and demand affect the value of their stock.</p>
<b>Culminating Assessment or Product</b>	<ul style="list-style-type: none"> <li>Students will participate in the Money Matters Program presented by the State Auditor's Office <b>(25pts.)</b></li> </ul>
<b>Links and Other Resources</b>	The websites below are listed to help answer any questions you might

	<p>have about personal finance or can be used to further research the topics discussed throughout the lesson plan. Included are multiple stock market websites and the website for the WV State Auditor.</p> <p> <a href="http://www.wvsao.gov/">http://www.wvsao.gov/</a> (investor education material found in Securities)  <a href="http://www.nasaa.org/investor-education/">http://www.nasaa.org/investor-education/</a>  <a href="http://www.investorprotection.org">http://www.investorprotection.org</a>  <a href="http://www.sec.gov/investor/tools/quiz.htm">http://www.sec.gov/investor/tools/quiz.htm</a>  <a href="http://www.mymoney.gov">http://www.mymoney.gov</a> (federal agencies' financial literacy outreach)  <a href="http://tcalc.timevalue.com/">http://tcalc.timevalue.com/</a>  <a href="http://finance.yahoo.com/">http://finance.yahoo.com/</a>  <a href="http://www.marketwatch.com/game/wv-fbla-pbl-league">http://www.marketwatch.com/game/wv-fbla-pbl-league</a> (WV FBLA)  <a href="http://www.marketwatch.com/game">http://www.marketwatch.com/game</a> (free stock market simulator)  <a href="http://www.investopedia.com/simulator/">http://www.investopedia.com/simulator/</a> (free stock market simulator)  <a href="http://www.smartstocks.com/">http://www.smartstocks.com/</a> (stock market simulator)  <a href="http://www.smgww.org">http://www.smgww.org</a> (stock market simulator)  <a href="https://nyse.nyx.com/">https://nyse.nyx.com/</a>  <a href="http://www.jumpstart.org/">http://www.jumpstart.org/</a> (clearinghouse)  <a href="http://www.moneyasyoulearn.org/">http://www.moneyasyoulearn.org/</a>  <a href="http://www.finra.org/Investors/index.htm">http://www.finra.org/Investors/index.htm</a>  <a href="http://www.americasaves.org/">http://www.americasaves.org/</a> </p>
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#### **Acknowledgements:**

**West Virginia State Auditor Glen B. Gainer III**

James Rutledge - James.Rutledge@wvsao.gov

Justin Southern - Justin.Southern@wvsao.gov

#### **Includes Material From:**

**Max Profit is Smart Business**

Matt Horodyski

**Is Debt a Way of Life?**

Jane Utz

Jeri Andrews

**Ford had a better Idea**

Fran Jones

Name: \_\_\_\_\_

## Credit Card Comparison

Choose a credit card offered by two of your favorite stores and then choose a credit card from two different banks. Answer the following questions. **(25pts.)**

Discuss the benefits of each card (points, cash back, air miles, percent off purchase, etc...)

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Compare the fees on the four cards (late fees, over limit fee, annual fee, etc...)

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From those four cards, pick one store card and one bank card. Decide on an item from the store that you wish to purchase. Figure out how long it will take to pay off the item using each card, while only making the minimum payment each month. The following website will be very helpful:

<http://tcalc.timevalue.com/all-financial-calculators/personal-finance-calculators/credit-card-payoff-calculator.aspx>

How long will it take you to pay off each credit card? (Click "Show payment schedule")

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How much will you pay in interest with each of card?

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In the end, which card is the better deal and why? Don't forget to factor in the fees, discounts and points offered by the cards.

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## Credit Card Comparison Rubric

Categories	6pts.	4-5pts.	2-3pts.	1pts.
<b>Support</b>	Most major points are supported with specific detail	Some points supported by specific detail	Most points supported by general statements	There is an attempt at supporting statements
<b>Use of Resources</b>	The student easily locates credit cards and their advantages and disadvantages.	The student is able to locate credit cards and their advantages and disadvantages independently.	The student has some difficulty locating and using credit cards and their advantages and disadvantages.	The student requires frequent assistance in finding credit cards and their advantages and disadvantages.
<b>Format</b>	Follows accepted standard formatting guidelines and is the requested length	Follows most of the accepted formatting guidelines and is the requested length	Does not follow accepted standard formatting guidelines and is over or under the requested length	Does not follow accepted standard formatting guidelines and is significantly over or under the requested length
<b>Spelling and Grammar</b>	Grammar and spelling are correct.	There are few errors in grammar and/or spelling.	There are some errors in grammar and/or spelling.	There are many errors in grammar and/or spelling.



Name: \_\_\_\_\_

## Stock Research

Choose one company that is publicly owned and whose stock is traded on a stock exchange. **(30pts.)**

1. What is the company's stock symbol? \_\_\_\_\_
2. Who is the Chief Executive Officer (CEO)? \_\_\_\_\_
3. How much debt does the company have? \_\_\_\_\_
4. How much cash does the company have? \_\_\_\_\_
5. What was the company's gross profit last year? \_\_\_\_\_
6. What was the company's net income last year? \_\_\_\_\_

How are the following issues affecting the stock price?

7. Competition:

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8. Supply / Demand:

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9. Analyst Estimates:

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10. Company Events:

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**Bonus** (5 Points): Tax reform, stimulus funding, and the national debt are policy issues that are affecting the US economy. How are these issues affecting this particular company?

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## Stocks and the National Debt Rubric

Categories	4pts.	3pts.	2pts.	1pts.
<b>Support</b>	Most major points are supported with specific detail	Some points supported by specific detail	Most points supported by general statements	There is an attempt at supporting statements
<b>Use of Resources</b>	The student easily locates and interprets stock information	The student is able to locate stock information and understand financial information	The student has some difficulty locating and using stock information	The student requires frequent assistance locating and using stock information
<b>Format</b>	Follows accepted standard formatting guidelines and is the requested length	Follows most of the accepted formatting guidelines and is the requested length	Does not follow accepted standard formatting guidelines and is over or under the requested length	Does not follow accepted standard formatting guidelines and is significantly over or under the requested length
<b>Spelling and Grammar</b>	Grammar and spelling are correct.	There are few errors in grammar and/or spelling.	There are some errors in grammar and/or spelling.	There are many errors in grammar and/or spelling.

Name: \_\_\_\_\_

## Personal Finance Vocabulary Worksheet: Credit

Listed below are a set of ten personal finance vocabulary words and their definitions. Match the word with the definition that you believe to be correct. **(20pts.)**

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|------------------------------|----------------------|
| 1. ____ Credit Report        | 6. ____ Cash Advance |
| 2. ____ APR                  | 7. ____ Inflation    |
| 3. ____ Default Rate         | 8. ____ Principal    |
| 4. ____ Credit Score         | 9. ____ Secured Card |
| 5. ____ Line of Credit (LOC) | 10. ____ Bankruptcy  |

- A. The amount of your initial investment, loan, or funds put into savings
- B. Yearly interest rate charged on credit account
- C. Cash received on a credit line, usually at a higher interest rate
- D. A general rise in prices of goods and services that reduces the purchasing power of money
- E. A legal status imposed by court order on a person or entity unable to pay debts owed to creditors
- F. The interest rate that may be applied to a borrower when payments on a revolving line of credit are overdue, or other aspects of the credit agreement are violated
- G. A detailed report of an individual's credit history prepared by a credit bureau and used by a lender in determining a loan applicant's creditworthiness
- H. An arrangement between a person or entity and a bank or other financial institution that establishes a maximum loan balance that the bank will permit the borrower to maintain, the interest rate, and other terms and conditions
- I. A type of credit card that is backed by a savings account used as collateral on the credit available with the card. Money is deposited and held in the account backing the card. The limit will be based on both your previous credit history and the amount deposited in the account. The limit as a percent of the deposit tends to range between 50% and 100%
- J. A number that is created to reflect someone's credit worthiness, and based on the information included in their credit report